

Assessment Schedule – 2016

English: Analyse specified aspect(s) of studied written text(s), supported by evidence (91098)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><u>Analysing specified aspect(s) of studied written text(s)</u> involves exploring and interpreting how meanings and effects are created in the text(s), discussing specified aspects of the text(s), and providing appropriate evidence from the text(s).</p> <p>The discussion will be clearly communicated in a structured written answer.</p>	<p><u>Analysing specified aspect(s) of studied written text(s)</u> <u>convincingly</u> involves making reasoned and clear interpretations of specified aspects of the text(s), supported by appropriate evidence from the text(s).</p> <p>The interpretations may be connected to one another.</p> <p>The response will show a developing awareness of the author–audience relationship.</p>	<p><u>Analysing specified aspect(s) of studied written text(s)</u> <u>perceptively</u> involves making insightful and / or original interpretations of specified aspects of the text(s), supported by appropriate evidence from the text(s).</p> <p>The interpretations will be linked to one another.</p> <p>The response will show a strong awareness of the author–audience relationship.</p>

“Specified aspects” of the written texts are selected (as per Explanatory Note 4 of the standard) from:

- purposes and audiences
- ideas (e.g. character, theme, setting)
- language features (e.g. figurative language, syntax, style, symbolism, vocabulary, sound devices)
- structures (e.g. part text, whole text, narrative sequence, beginnings and endings).

Evidence

Note: Points cited below as evidence are indicative and not exclusive.

N1	N2	A3	A4	M5	M6	E7	E8
Attempts to demonstrate an understanding of an aspect of the text(s).	Shows little understanding of an aspect of the text(s).	Shows some understanding of an aspect of the text(s).	Shows firm understanding of an aspect of the text(s).	Shows some convincing understanding of an aspect of the text(s).	Shows convincing understanding of an aspect of the text(s).	Shows some perceptive understanding of an aspect of the text(s), and how it relates to the rest of the text(s) or to other text(s).	Shows perceptive understanding of an aspect of the text(s), and how it relates to the rest of the text(s) or to other text(s).
Attempts to develop an idea.	States a simple idea.	Develops a key idea in the text.	Develops a relevant idea .	Develops one or more partially convincing ideas .	Develops one or more convincing ideas .	Develops a partially insightful or original argument .	Develops an insightful or original argument or interpretation .

N1	N2	A3	A4	M5	M6	E7	E8
Attempts to show engagement with the text(s).	Shows limited engagement with the text(s).	Shows some evidence of engagement with the text(s).	Shows firm evidence of engagement with the text(s).	Shows convincing engagement with the text(s), which may move beyond the text(s) in analysis with partial success.	Shows convincing engagement with the text(s), which may move beyond the text(s) in analysis.	Shows insight in engagement with the text(s), possibly making connections to context(s) beyond the text(s).	Shows insight in engagement with the text(s), possibly making connections to context(s) beyond the text(s) and linking these connections appropriately back to the question.
	Attempts to show awareness of the text as crafted.	Shows limited awareness of the text(s) having been deliberately crafted.	Shows some awareness of the text(s) having been deliberately crafted.	Shows awareness of the text(s) having been deliberately crafted.	Shows convincing awareness of the text(s) having been deliberately crafted.	Shows awareness of the nature of the text as a constructed form, possibly by making judgements.	Shows insightful awareness of the nature of the text as a constructed form, including by making judgements.
	Shows a limited awareness (possibly by implication) of the author's purpose.	Acknowledges (possibly by implication) the author's purpose.	Shows some understanding (possibly by implication) of the author's purpose in crafting or shaping the text(s).	Shows some understanding of the author's purpose in crafting or shaping the text(s) through the use of particular techniques.	Conveys a convincing sense of the author's purpose in crafting or shaping the text(s) through the use of particular techniques.	Shows some insight in discussion of the author's purpose in crafting or shaping the text(s) through the use of particular techniques.	Demonstrates appreciation in discussion of the author's purpose in crafting or shaping the text(s) through the use of particular techniques.
	Attempts to use analysis-related terminology.	Uses analysis-related terminology simply, with some accuracy.	Uses analysis-related terminology accurately.	Uses analysis-related terminology confidently.	Uses analysis-related terminology to convincingly discuss features of the text(s).	Uses analysis-related terminology to insightfully discuss features of the text(s) in support of a wider argument.	Uses analysis-related terminology to insightfully discuss features of the text(s) in support of a wider argument.
Writes simplistically.	Focuses on plot summary.	Writes in a focused manner, with most points addressing the question.	Writes in a focused manner, addressing the question.	Writes a well-structured answer, which pursues valid idea(s).	Writes a well-structured answer, which develops valid idea(s).	Writes a cohesive, deliberately planned response.	Writes a cohesive, integrated response.
Includes little direct evidence from the text(s) that is relevant to the idea.	Includes some evidence from the text(s) that is relevant to the idea.	Provides relevant quotations and evidence from the text(s).	Provides appropriate quotations and evidence from the text(s).	Weaves a range of appropriate evidence throughout the response to support the main ideas.	Weaves a range of convincing evidence throughout the response to support the main ideas.	Weaves a range of convincing and possibly insightful evidence throughout the response to support the key argument(s).	Weaves a range of insightful evidence throughout the response to support and expand on the key argument(s).

N0 = No response; no relevant evidence.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 2	3 – 4	5 – 6	7 – 8